

SELF-EFFICACY OF ENGLISH TEACHERS IN SENIOR HIGH SCHOOLS SALATIGA

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ABSTRACT

Teacher self efficacy belief has a significant influence on their practice and their students' learning. The main objective of this study is to investigate English teachers' self-efficacy. The data were collected through distributing questionnaires to several high schools in Salatiga. The instrument assessed efficacy also instructional strategies, students' engagement, and classroom management. Then, the participants were asked to fill out the questionnaire. The participants of this research were 30 English teachers from 9 senior high schools of Salatiga. The finding shows that most of the teachers had high self-efficacy and showed positive responses in their teaching process. They believed in their own ability of teaching. However, they still lack of confidence in engaging students, although they believed that they had influence in the three categories. The teachers felt least confident in their own ability to engage the students.

Keywords: *self-efficacy, teachers, instructional strategies, students' engagement, classroom management.*